**Social Constructivist Theory**

Vygotski ‘s belief that students construct knowledge through interaction with others is one that my own belief’s align with.

In adopting a social constructivist approach I have created learning opportunities to enhance and facilitate the following:

* determine students’ existing understandings and concepts about the topic
* allow students to experiment with ideas, be creative, reflect and build their own understandings through tasks
* **utilise collaborative learning –** a main focus throughout the webquest
* provide authentic reason for undertaking the learning

(Fetherstone, 2006, p.161)

The most effective way to utilise collaborative learning is the introduction of small group work. This entails the students working together to achieve the same learning outcomes whilst being responsible for their own set tasks. Choosing groups takes some thought and prior planning to avoid the “friend” traps or being all boys or girls, and takes into account the individual abilities of the students.

The pedagogy behind the implementation of ICT is maximised when the child has an active role with others. As a teacher I facilitate learning experiences to enable the students to construct further knowledge through interactions with the environment and their peers. (Simmons, 2008)

All ICT tools selected for use within this webquest are used collaboratively allowing the students to work together in a meaningful way to interact with technology and take ownership for their own learning.

Reference

Fetherstone, T. (2006). *Becoming an effective teacher*. South Melbourne, Vic: Centage Learning Australia Pty Ltd.

Simmons, A. (2008). *Learning journeys with ICT: Early years*. Oak Flats, NSW: Essential Resources Educational Publishers Limited.